Goddard, Isaac
1936

Gustaf Larsson and the sloyd training school

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

GUSTAF LARSSON AND THE SLOYD TRAINING SCHOOL.

Submitted by
Isaac Goddard

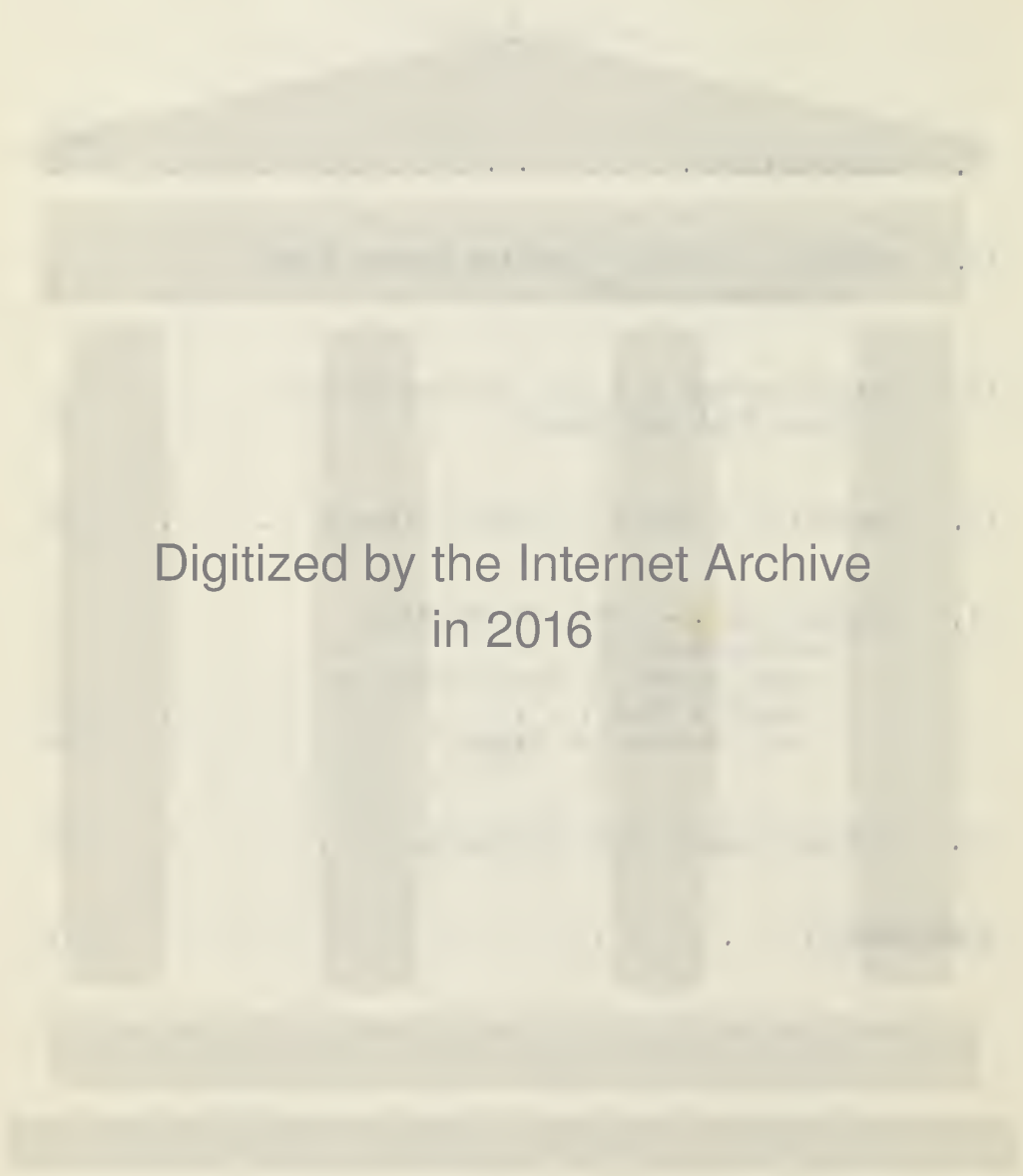
(B.S. in Education, Boston University, 1926.)

In partial fulfillment of requirements for
the degree of Master of Education.

1936

First reader: Herbert Blair, Professor of Education
Second reader: Guy M. Wilson, Professor of Education
Third reader: Whittier L. Hanson, Professor of Education

C O N T E N T S



GUSTAF LARSSON AND THE SLOYD TRAINING SCHOOL.

CHAPTER I

INTRODUCTION.

Although seventeen years have passed since the death of Gustaf Larsson in 1919, no attempt has yet been made to show what this educator contributed to the field of manual training (1) or to recognize his influence in methods of teaching in this field. (2) The purpose of this thesis is to pay a humble tribute to this educator. Perhaps, some day, when a revised history of manual training or industrial history is written, the name of Gustaf Larsson will receive its full share of recognition. The alumni and those who knew him best speak in highest terms and recognize his contribution and influence in the field of manual training. (3) "Our common friend and benefactor," (4) Gustaf Larsson will long be remembered. The name sloyd may disappear from the vernacular of the industrial world, but the principles of sloyd for which he stood will live (5) and the spirit of this educator will march on. The influence of Gustaf Larsson has been felt in various states of the Union, in Mexico, in Cuba and in India through his writings, and through

1. Guild, G.F., Swedish Sloyd Journal of Education, July 7, 1882, p.4
2. "Manual Training in Boston," Lend A Hand Magazine, March, 1893, p. 195.
3. See pp. 36-59, Letters from Sloyd Training School friends and graduates.
4. Craig, Arthur U., "Manual Training at Nass: A Reply," Education, April 1901, p. 507.
5. Solomon, Otto,* The Theory of Educational Sloyd,
*Mr. Larsson's teacher at Nass and one who influenced his life.

those who have studied under him. (1)

Before presenting the work of this educator, this thesis will give a general idea of the attitude toward manual training, the system in vogue, and the introduction of manual training into the Boston school system before the arrival of Gustaf Larsson in 1888. Up to this time (2) Boston had used only the Russian system, (3) which consisted of abstract exercises with no thought of completeness. With sloyd all projects were complete, and it was something which could be used to develop the boy along mental, moral and physical lines. (4)

For a better understanding of the terms sloyd and manual training, which will be so often used in this thesis, definitions of these terms with some explanations of its importance are pertinent at this time.

"Sloyd is a tool work so arranged and employed as to stimulate and promote vigorous, intelligent self-activity for a purpose which the worker recognizes as good." (5)

"It would be difficult to express in words the tremendous influence of Swedish Sloyd. It is an influence quite like some of the other influences that have moved men. Silent, subtle, it may be always unpretentious, never wearying. It takes the boy and girl

1."Graduates pf Sloyd Training School," Sloyd Record, June 1912, pp. 19-29.
2. Commonwealth of Massachusetts Reports: Report of Committee to Investigate the Existing Systems of Manual Training and Industrial Education appointed by Gov. Russell, 1891, Appendix "G", p. 139.
3. "Manual Training in Boston," LendA Hand Magazine, Mar. 1893, p. 193.
4. Larsson, Gustaf, "Differences of Russian System," Kindergarten Magazine, Vol. VI, p. 99.
5. Larsson, Gustaf, Theory of Sloyd, p. 10.

in that formative age when God alone knows how great influence of environment and example, and suggestions are, and it leads them steadily and consistently, and with many a pleasant fascination past many of the deadly blight-spots of young life. It makes a boy busy. It takes up a corner of his heart and his mind where many a meaner thing might dwell; it trains him in habits of good thinking, it is suggestive of the pure and wholesome."(1)

"The word 'Sloyd' is difficult to translate literally into any foreign language. In one of the provincial laws of Sweden, written in the twelfth century, it is used to mean any kind of trade or handiwork. This meaning has been more and more restricted, until the work at present has come to signify merely a system of educational manual training where wood is the material employed. One of the principles of the sloydsystem is that the articles made should be useful in the home. This makes the series of models subject to frequent changes, certain models not being useful at all times in all countries. Thus, if the Swedish Sloyd system is used unchanged in this country, it is against the principles of the system, and consequently no longer Sloyd."(2)

"The word Sloyd means manual training for the sake of general development, physical, mental and moral; and it also means that kind of handwork which will best stimulate the right kind of head work; and as this word alone sets forth the true aim of this system, it seems desirable it be retained."(3)

1. Harwood, W.S., "The Swedish Manual Training System," Outlook, Vol. 58, 1898, p. 43.
2. Trybom, J.H., "Sloyd as an Educational Subject," N.E.A. Proceedings, 1892, p. 457.
3. Larsson, Gustaf, "Sloyd for Elementary Schools Contrasted with the Russian System of Manual Training," N.E.A.Proceedings, 1893, p. 600

"Speaking literally, manual training means training of the hands; but as hands are symbols of power, their training really signifies a systematic use of the whole body so as to put it under control of the mind, and thus to acquire power to execute skilfully, accurately, and promptly, whatever is undertaken by the mind." (1)

"Manual training, an education which discovers the duties men owe to themselves and to society, growing out of their natural or acquired capacities and their position and prospects in life, which trains men to fulfill the ends and aims of their existence, or to know their rights and to perform their duties, is an harmonious ethical training." (2)

"Manual training is not to teach a boy a trade, or to teach him one of the engineering sciences, but to develop him that he may grasp the principles of any occupation and meet its requirements as well." (3)

"In as much as the term manual training was introduced to denote instruction in the use of tools for educational purposes, and as that has become its generally accepted meaning, it would seem wise to retain it as the distinctive title for this work, and to call all other work under distinctive heads." (4)

"Industrial education includes both manual training and technical instruction. By the former is meant training the mind to use

1. Barnard, Job, "Manual Training - Its Purpose and Value," N.E.A. Proceedings, 1898, p. 990.
2. Thorpe, Francis Newton, "Manual Training as a Factor in Modern Education," Century, Vol. XXXVIII, No. 6, 1889, p. 920.
3. Henry, Arthur, "The New Manual Training," Munsey, Vol. 25, July 1901, p. 558
4. "Practical Details of Manual Training: Report," N.E.A. Proceedings, 1890, p. 784.

hand and eye in connection with other sense organs in acquiring knowledge from well planned and graded contacts with objects, in giving expression to the thought stimulated by these contacts and in transforming by tool and machine, crude matter into forms of beauty and utility." (1)

The introduction into the Boston schools of a subject of such importance as these definitions show manual training to be might have been longer delayed had it not been for Mrs. Quincy A. Shaw. Her contribution to the success of Gustaf Larsson in the realization of his ambition, the training of teachers of sloyd, should not be overlooked. Through her generosity the Sloyd Training School was founded which made it possible for a vast number of students, especially teachers, to further their education and become teachers of sloyd.

Another person who ably assisted Mr. Larsson was Mr. Josef Sandberg who came to the Sloyd Training School in the spring of 1890. Letters from graduates and friends of the Sloyd Training School have not failed to speak in the highest terms of Mr. Sandberg, who was one of the outstanding teachers of the school.

An acknowledgment of appreciation is hereby given to Mr. Sandberg for his fine spirit of cooperation in the preparation of this thesis as well as to the alumni and friends of the Sloyd Training School, and the Training School for Teachers of Mechanic Arts for personal letters concerning Mr. Larsson and the school.

1. Keys, Charles H., "Modification of secondary School Courses Demanded, and Most Ignored by Committee of Ten," N.E.A. Proceedings, 1895, p. 731.

CHAPTER II

WOODWORK OR MANUAL TRAINING IN BOSTON BEFORE (SLOYD IN) 1888.

The early beginning of woodwork or manual training in Boston was entirely independent of the School Board. It was carried on by associations and through philanthropy. (1)

One of the associations to encourage industrial training was the Industrial School Association, organized December 1876. Their work was very creditable, especially their "Whittling School," as the following report of the association shows:

"In the winter of 1876-77, the 'Whittling School,' which has been carried on for five seasons in the Chapel of Hollis Street Church, united with the Industrial School conducted for two seasons in the Lincoln Building, and formed the school described in the following report:

"The friends and supporters of both schools and others interested in the cause of industrial training, formed an association called the Industrial Education Society, and this association has developed and maintained the school.

"Thirty-two boys were admitted to the school. About half of them were still attending the day school; the others were employed in stores and offices. They came from Sunday Schools of the Hollis Street church, and from the Lincoln Building. Perhaps twelve of

1. School Reports of the City of Boston, 1845-1884, and "A Chronology of the Boston Public Schools," Annual Report of the Superintendent of Schools, September 1929, 1635-1935, p. 91.

them had received instruction in the use of jig saw and knife, but none of them had had any previous training in wood carving or use of chisel. There were more applicants for admission to the school than we could receive.

"It was not designed to make finished workmen in wood-carving, but to take advantage of the natural inclination toward handcraft, the Yankee taste for whittling which belongs to most boys, and to develop it and guide it to useful applications.

"Since its organization, the association has held fort-nightly meetings, except during summer interval. Its members discussed the importance and feasibility of making manual education a part of the public instruction. They determined to test the Russian System as applied to the education of the class of boys differing quite as much from each other, in characteristics, as do the lads in the public school. The experiment satisfied them that through this system manual education may efficiently be taught in such classes."(1)

The association had a carefully prepared printed text precisely setting forth every detail essential to the best performance of each manipulati on. They also determined that in the preparation of this text every thing that forethought, study and experience could do should be done.(2)

The need of manual or industrial training was early recognized by many of the citizens of Boston who saw its advantage. Mr.

1. Account of an Industrial School in Boston, for the Season 1876-77.
2. Woodworking Tools and How to Use Them.

John D. Philbrick, Superintendent of Schools, recommended industrial training as early as 1869. Of industrial training he said: "The instruction in our schools is exclusively intellectual, with a single exception. Plain sewing is taught in the lower Grammar Schools. This element of instruction was introduced some years ago in the face of strong opposition from those who thought it would tend to reduce the standard of scholarship, and thus to some extent defeat the objects of the schools. But no such results followed.

"Many thoughtful and philanthropic persons in the community are beginning to feel that we are concentrating our efforts too exclusively upon intellectual instruction. It is thought that the tendency of the schools is to give the pupils distaste for manual occupation; that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining livelihood in occupations which do not require labor. To counteract this tendency and at the same time to supply the existing demand for skilled labor, the project has been suggested of establishing one or more schools, in which boys and girls might be taught various trades in connection with the ordinary branches of elementary education. How far such schools would be practicable I am not prepared to express an opinion; but I am in favor of adapting all our educational system and institutions to the actual wants of the community, and it strikes me that the question of industrial schools is at least worthy of careful investigation.

Further this report states: "In the last Report of the Industrial Aid Society, the general Agent, Mr. Edward Winslow, presents the following remarks: 'Apart from my consideration of philanthropy, the need of skilled mechanics, must have been felt not only by master-mechanics, but by all classes of the community who have occasion for economy in the end; for immense sums are annually expended on courts and judges, prisons and penitentiaries, houses of reformation and correction, police courts and policemen, much of which could be saved by proper training of the year. For this purpose, we need industrial schools, as part of our school system.'

"Dr. Lothrop presented a petition, numerously signed, asking the board to devise means for securing to the children of the public school, an early education in some useful branch of industry; and suggesting for this purpose, that two industrial schools be established, one for boys, and one for girls, where such pupils as commend themselves by their intelligence, and are also desirous of learning a trade, may be received and instructed.

"Mr. Flint, Chairman of the Committee, on the subject of Industrial Schools, reported that the committee were satisfied that the proposition is a good one, and that two such schools might be established with a reasonable hope of success. They commend the subject to the respectful attention of the next School Board. The report was accepted." (1)

"1872, Industrial Schools authorized; the School Committee to

1. Report of School Committee of City of Boston, 1869, p. 190.

prescribe the act, trades and occupation to be taught, and to have the management thereof." (1)

"Our School Committee, however, had authorized industrial education in 1872. No further action was taken until 1879, when a report on industrial education with special reference to establishing a 'free industrial institution' was made and a recommendation was passed for its establishment." (2)

Industrial training or manual training was first started at the Dwight School as an experiment through the generosity ofthe Industrial School Association. (3)

The following account of the work in the Dwight and Sherwin Schools is interesting:

"The Industrial School Association, having for several seasons successively conducted schools in the instruction in the use of woodworking tools, and having prepared for the guidance of such schools a manual of approved educational value, offered to the Board the use of their apparatus and petitioned that the masters of the Dwight and Sherwin schools be permitted to employ them for the benefit of such of their pupils as would, in their judgment, be best fitted for such instruction, or most deserving of it. The association offered to defray all expenses of the cost of tuition for one year. This generous offer was accepted by the Board, and the principals of the above named schools were authorized to permit such pupils as they should select to receive such instructions, at

1. "A Chronology of Boston Public Schools," Report of School Committee, 1929, p. 99.
2. Report of School Committee, City of Boston, 1929, p. 197.
3. School Committee Documents-City of Boston, 1882, Document #15, p. 4.

such times as would least interfere with progress in their regular studies. Owing to the difficulties in obtaining suitable accommodations, and to continue the experiment in that school, it was decided to occupy one of the vacant rooms in the Dwight schoolhouse.

"The report of the principal of the Dwight School, which is an interesting document, for which already a great demand is made, gives in detail the methods pursued and the results go far to prove that manual training is so great a relief to the iteration of the school work that it is a positive benefit rather than a detriment to the course of studies.

"There can be no doubt of the advantage of such instruction; the difficult problem which is presented is, whether such instruction can be practically given in connection with the regular school work and under the management of the Board, without interruption and detriment to the regular work of the school.

"The Industrial School Association have asked the Board to continue at the expense of the City, the experiment for another year. If the necessary sum can be spared it may be wise to continue the trial another year, when the Board may be better prepared to decide as to its usefulness, and the wisdom of continuing it as a permanent department of the system."(1)

The Superintendent of Schools, Edwin P. Seaver, in his Report of the School Committee, spoke most favorably of the work of the Dwight School:

1. Report of the School Committee of the City of Boston, School Document No. 21, 1882, pp. 26, 27, 28.

"What forms of industrial education have been proved both practical and beneficial? The answer to this question is suggested in part by the very interesting and successful experiment made in the Dwight School a year ago. The use of the common woodworking tools of the carpenter was taught to some of the boys two hours per week for the greater part of the school year. At the same time, those boys continued their regular school lessons. The experiment proved, if any proof were needed, that boys take to shop work, under good instruction, with great interest. The progress made was very gratifying and, in some cases, quite surprising.

"The project which I have outlined and recommend is that there be added to our public school system one manual training school, thoroughly equipped for work, occupying a place side by side with the high school, and opened under suitable conditions to boys of fourteen years of age, and upwards. This recommendation has been made that there may be something definite and tangible to discuss and to urge upon the public attention. If, as it is quite likely, a better project can be proposed, then this one will have served a good purpose by calling a better one forth.

"If Boston does not feel quite ready to put the tax payers' money into such a school, she might accept the cooperation of any of her wealthy and public-spirited citizens who believe that their money given to such a school would be well bestowed." (1)

The experiments thus far in manual training seem to have been

1. Report of the Superintendent of Public Schools of the City of Boston, School Document No. 4, 1883, pp. 39,47,48.

very satisfactory, but there was need for its adoption throughout the public school system. That manual training was to progress is proved by its introduction in 1884 to the Latin School and the English High School; it was also taught at the North Bennett Industrial School through the generosity of Mrs. Quincy A. Shaw. The reports which follow verify these statements and give a clearer idea of the growth of industrial training in the Boston school system.

"The experiment in manual training is to go into operation the fourteenth of April 1884. Accommodations for classes in carpentry have been provided in the basement of the Latin School building on Warren Avenue. From ten grammar schools, eleven classes containing in all two hundred twenty boys come and take one lesson a week. The lesson is two hours long and boys are allowed to stay a part or whole of a third hour if they desire. The boys are fourteen or more years old, and are members of the first and second classes in the grammar schools. Between April 14th and the approaching summer vacation not many lessons can be given; the work can only be regarded as a mere beginning, but in September next it will be possible to organize classes that may go through a whole year's work.

"As a next step leading toward the establishment of a district Manual Training School, open to graduates of grammar schools from all parts of the city, it is recommended to open, in connection with the English High School, what might for the present be called

a manual training class, with ten hours a week devoted to shop work, five hours to drawing, and five hours to book work. If such a class is brought into good working order, the question of adding other years will follow, and there will come up the question of providing a shop furnished with power and machinery. All these things will come in due time, if the first step, just now beginning, proves successful." (1)

"The experiment of a manual training school,to which, last year for the first time, an appropriation of $25,000.00 was made by the city, has been in successful progress since September last, under the charge of Mr. George Smith, an instructor. The plan recommended by the special committee carried into effect by fitting up rooms in the basement of the Latin School Building on Warren Avenue, with tools and benches. Two hundred boys, coming from the different grammar schools, constitute the 'class.' To each pupil two hours of instruction are allowed each week. Manual training is not permitted to interfere with the regular school duties, and attendance is not compulsory. This shop work is regarded by the youthful apprentice as a recreation, and many voluntarily remain at it for an hour longer than the prescribed time. The interest exhibited by all is quite marked; the practical results displayed in the work of the carpenter and cabinet maker indicate honest effort and fair degree of skill in pupils, now for the first time, seeking to apply to the work of their hands the rule of drawing and dimension which they have thus

1. Fourth Annual Report of the Superintendent of Schools, City of Boston, 1884, pp. 13,14.

far known only as they have learned in books." (1)

"The Manual Training School finished its first year in June last. The Committee, having charge of the school, report an increased interest on the part of the pupils, some of whom were anxious to continue their instruction a second year; but this could not be permitted, owing to the limited accommodations.

"During the year the Board has provided for the permanent maintenance of the Manual Training School, and has provided for the appointment of a regular standing committee of the Board to take charge of the school.

"Early in the year the attention of the Board was called to the petition from Mrs. Quincy A. Shaw, asking that the pupils of the North End Industrial Home be allowed to attend during a portion of the school hours.

"The Committee on Manual Training Schools, to whom the matter was referred, reported (School Document No. 31, 1885) that the matter would be looked upon as an experiment, one of the results of which would be to inform the Board on the question of providing extended facilities for industrial training to the pupils of the public schools. Upon the recommendation of this committee the Board voted that the children attending the Eliot and Hancock Districts, whose parents or guardians so request in writing, be permitted to attend, on probation the North End Industrial Home, two hours per week. It is unnecessary for us to state the arguments in favor of the maintenance

1. Annual Report of the School Committee of the City of Boston, School Document No. 19, 1884, p. 17.

of Industrial Schools. The need for their existence was recognized long ago and the work that remains is to provide the best possible means of giving instruction in manual training to our children. Sewing and drawing have steadily worked their way into notice, and have secured permanent places in the school curriculum. The same must be the case with the industrial schools, and we feel confident that the liberality of our citizens in sustaining the public schools up to the high standard they have occupied for years, will be extended in the cause of industrial education." (1)

The following reports are important as they show the improvement in the courses of manual training, the recognition of the good effect upon boys inspired in their desire for taking the work more than one year, and the demands for this training from other parts of the city.

"The manual training school is nearing the end of the second full year of its existence. The interest is unabated and the progress of the two hundred boys with their work is more satisfactory this year than it was last. The course of lessons has been improved, some of the articles made last year having been replaced by others better adapted to the purpose of giving the best training possible in the limited time.

"The experiment has now gone far enough to prove that this kind of training can be joined with the ordinary grammar school work without practical inconvenience, with good effect upon the boys.

1. Annual Reports of School Committee of City of Boston, 1885, School Document No, 19, pp. 27,28.

There have been calls from other parts of the city for similar schools to be opened there; and the promise is that one more will be started in September.

"One fact, noticed in the last committee's report, is significant and that is, the lively desire shown on the part of last year's boys to continue in the school this year; which, however, they could not be allowed to do, being then graduates of the grammar school. There is no doubt that boys once engaged in a course of manual training will, as a rule, conceive a strong desire to keep on. The consciousness of new power awakened, and trained for practical ends, is very gratifying to them. Indeed, we find among these boys just what the psychologist would have let us suspect - a class of minds which can be reached in no other way so well as through their mechanical aptitudes. It seems certain, if a school with an extensive course in manual training should be opened there would be no lack of interested pupils to fill it. That there are many parents who would appreciate the value of such a school for the training of their boys is plainly enough indicated by the manifestations of parental interest in what is being done now.

"Whenever Boston shall be ready to establish such a school, there will be many good examples for her to follow. It seems unnecessary now to add such to the general arguments that have been adduced in favor of incorporating such a school into the public school system. Public sentiment seems to be ripening in favor of

the plan. The School Committee and City Council will doubtless be amply sustained when the time shall come for them to act." (Edwin P. Seaver, Superintendent of Schools.) (1)

"The great interest in the subject of manual training continues unabated, and a proportionate impulse has been given to its promotion during the last few years; while its importance is very generally recognized, opinion still seems to be divided as to the best way of combining such instruction with the ordinary education now given in the Grammar Schools without subverting any existing arrangements. Boston should have a separate and fully equipped school for Manual and Industrial Training, to which pupils could be sent from Grammar School, as they now do to the Latin and High Schools. It is hoped that such a school, combining work and study, may ultimately be established. During the last four years an admirable installment of such instruction has been given in the Schools of Carpentry and Cooking. Ten classes of boys, of twenty each, have received one lesson a week in carpentry and the use of wood-working tools.

"This limited experiment seems to have been a success, and lack of suitable accommodations only prevents further development of this popular branch of education." (2)

In 1891, His Excellency Governor William E. Russell appointed a commission to investigate the existing systems of manual training and industrial education, and to report the results of their investigationwith recommendations as might best serve them.

1. Annual Report of Superintendent of Schools City of Boston, March, 1886, p. 49
2. Annual Report of the School Committee of the City of Boston, 1888, p. 70 and parts of 71.

A study of "Appendix F" and "G" of this report shows graded courses in wood-work according to the Russian work shop, and Swedish sloyd for grammar schools. There are two distinct systems in vogue. The outlines of these courses which follow will give a general idea of the two systems.(1)

INDUSTRIAL SCHOOL ASSOCIATION 1876-1877

OUTLINE OF LESSONS.

1. Use of cross-cut saw. Sawing to line.
2. Use of hammer. Striking square blows.
3. Use of splitting saw.
4. Use of jack-plane. Smoothing rough surfaces.
5. Use of hammer. Driving nails vertically.
6. Use of splitting saw. Sawing to exact angle to upper surface.
7. Use of jack-plane. Setting the plane iron.
8. Use of hammer. Driving nails horizontally.
9. Use of bit and brace. Boring in exact position.
10. Use of mallet and chisel-mortising.
11. Use of jack-plane. Producing surfaces which intersect at exact angles.

Directions are also given as to time of completing each exercise, and everything used in detail. (2)

1. Account of an Industrial School in Boston, for the Season 1876-77. pp. 6, 7.
2. Woodworking Tools and How to Use Them.

WOODWORKING TOOLS AND HOW TO USE THEM (1)

BY
INDUSTRIAL SCHOOL ASSOCIATION

CONTENTS

1. Woodworking Tools and How to Use Them.

TOPIC OF THE INDUSTRIAL CLASS OF 1882. (1)

Lesson I.

1. Striking square blows.
2. Nailing, first process.
3. Nail and nail setting.
4. Nailing on lines.
5. Nailing flush.
6. Blind nailing.

Lesson II.

1. Toe-nailing.
2. Straightening small piece of pine.
3. Planing surface of small piece of pine.
4. Planing surface of large piece of pine.

Lesson III.

1. Joint and square the edgeof a board.
2. Remove the jointer's iron, and readjust it.
3. Learn to use the gauge.
4. Learn to use the splitting saw.
5. Learn to use the rule and pencil in drawing parallel lines.

Lesson IV.

1. Learn to use the chalk line.
2. Learn to use the try-square with pencil and knife.

1. Report of School Committee, City of Boston, School Document No. 15, 1882, Schedule "A," pp. 8, 9, 10.

Lesson V.

1. Learn to use the cutting-off saw.
2. Remove the jointer's iron.
3. Sharpen the plane-iron on the oil stone.

Lesson VI.

1. Learn to use the cutting-off saw with bench hook.
2. Learn to use the block plane.
3. Learn to cut a chamfer with a chisel.

Lesson VII.

1. To cut a chamfer with a plane.
2. To learn to use the bit and bit-brace.

Lesson VIII.

1. To plane a piece to an even thickness and width.
2. To make several pieces of the same width and length.
3. To make one piece of a certain length and width.

Lesson IX.

1. To nail together several pieces, work out the same, making a box with three compartments.
2. To plane a piece of an even thickness, one end to be wider than the other.
3. To make a tenon.

Lesson X

1. Paring with chisel.
2. Cutting a chamfer with chisel and plane.
3. To make a piece having eight sides and corners.

Lesson XI

1. Marking and boring.
2. To reduce each end of the eight cornered pieces to fit a 3/8" hole.
3. To make a mortise.

Lesson XII

1. To cut a square block to a described shape.
2. To chamfer the same.
3. To sand-paper the several pieces.

Lesson XIII

1. Sand-papering.
2. Fitting together the different pieces to make good joints.

LESSONS IN CARPENTRY GIVEN IN THE BOSTON MANUAL TRAINING SCHOOL

George Smith, Teacher of Carpentry

1884-1885

Lesson I. A board four feet long and twelve inches wide of undressed lumber. By the use of chalk and line strike three spaces 3/4" apart for the use of the splitting saw. With the rule and pencil mark off five or six 3/4" spaces, and square across with the try-square for the use of the cutting-off saw. After using these tools what remains of the board is to be cut into pieces of the right dimensions

for a box 14" long, 6" wide and 4" deep. The purpose of this lesson is to teach the use of the splitting and cutting-off saw.

Lesson II. This lesson brings into use the different bench planes. First, remove the iron from the frame, grind it on the grind-stone if necessary, whet it on the oil stone, and then adjust it for use. Taking the stock cut from the box in the last lesson, plane to 4" in width, squaring ends with butt plane, and nail together.

Lesson III. Get out stock 2" wide and 7" thick, and put together a box 12" long and 6" wide, by mitring the ends or cutting them at an angle of 45 degrees.

Lesson IV. A mitre box. Stock 18" long, bottom planes to 4" wide. Take out of wind by use of straight edge. Sides 5" long, and nailed to the bottom. Cut with saw across the 2", at an angle of 45 degrees, to the right and to the left.

Lesson V. Saw and plane some stock 3" wide, and put together a box by cutting the ends in the mitre box. This lesson is the test of the mitre box. If correct the ends of the box will come together square.

Lesson VI. Stock 2" wide, with a rabbet cut for glass and two edges beaded, mitred and dowelled together for a picture frame. This affords another test for mitre box.

Lesson VII. Take two pieces of board, each 6" long, 5" wide, planed and squared, and put together by a common dove tail joint.

Lesson VIII. Take two pieces of board, each 6" long, and 3" wide,

put them together by a blind dove tail joint.

Lesson IX. A small cabinet 9" square, halved together with two drawers dove tailed in. Made of black walnut or white wood.

Lesson X. A chest two feet long, 12" wide, dove tailed and glued together, the bottom fitted inside. Base 3", chamfered on the upper edge and mitred at the corners. Trimming around the top beaded, 2" wide, and mitred together at the corners.

Lesson XI. Make a mortise and tenon, and fit together. This is a preparation for the next lesson.

Lesson XII. Cover for the chest. (LessonX) Put together with mortise and tenon with panel in the centre.

Lesson XIII. A writing desk 12" long, 9" wide, 3" deep at the back, and 1 1/2" deep in front, with compartments for pens and ink. Cover put on with hinges.

Lesson XIV. Stock 3" wise, 2" thick, and 6" long, framed together with a key tenon.

Lesson XV. Table with a drawer. Top 3' long, 12" wide, made of two boards glued together. Frame put together with mortise and tenon, and draw bore. Cross pieces 6" wide. Legs square and tapering. (1)

1. "Lessons in Carpentry in the Boston Manual Training School," George Smith, Teacher of Carpentry, Report of School Committee, City of Boston, 1885, Appendix "B", p. 90.

B.F. EDDY'S SYSTEM (1)

OUTLINE OF MODELS

First Year

1. Measuring and lining.
2. Sawing exercise.
3. Sharpening exercise.
4. Planing exercise.
5. Nail box with square joints.
6. Dowel.
7. Picture frame with mitre joint.
8. Boring exercise.
9. Coat hanger.
10. Chisel exercise.
11. Blind dowel joint at the corner.
12. Sand-paper block.
13. Thumb tack holder and pencil pointer.
14. Flower trellis.
15. Tool strop box.

Second Year, Second Grade

16. Pressing or cutting board.
17. Joints.
18. Match safe.
19. Bread trencher.
20. Trestle.

1. Report of the Commission Appointed to Investigate the Existing Systems of Manual Training and Industrial Education, Boston, 1893, Appendix "G". p. 139.

21. Bench hook and planing board.

22. Marble rake.

Third Year, First Grade

23. Joints.

24. Mallet.

25. Mitre box.

26. Picture frame.

27. Planing trough.

28. Towel roller.

29. Level.

30. Whisk broom pocket cabinet picture frame.

SLOYD SYSTEM - GUSTAF LARSSON

First Year

1. Ruler.
2. Label.
3. Key tag.
4. Pencil sharpener.
5. Round mat.
6. Thread winder.
7. Quarter-foil mat.
8. Triangle.
9. Fish line winder.
10. Cutting board.
11. Yarn winder.
12. Vase stand.
13. Key board.
14. Bracket.
15. Frame.

Second Year

1. Wedge.
2. Flower pin.
3. Flower stick.
4. Penholder.
5. Tool-rack.
6. Coat hanger.
7. Cutting Board.
8. Flower pot stand.
9. Flower pot stool.
10. Bench hook.
11. Hatchet handle.
12. Corner bracket.
13. Hammer handle.

Third Year

1. Key board.
2. Paper knife.
3. Ruler.
4. Towel roller.
5. Frame.
6. Box.
7. Pen tray.
8. Hat rack.
9. Picture frame.
10. Cake spoon.
11. Picture frame.

Fourth Year

1. Foot stool.
2. Scoop.
3. Book rack and bracket.
4. Knife box.
5. Drawing board.
6. Tray.
7. Tool chest.

CHAPTER III

GUSTAF LARSSON AND THE STARTING OF THE SLOYD TRAINING SCHOOL.

A history of the manual training movement would not be complete without the name of Gustaf Larsson. This pioneer in the Sloyd movement and adopted son of America, was born at Öja, a province of Vestergötland, Sweden, December 10, 1861, and died in Boston, Massachusetts, July 23, 1919.

In 1909, Mr. Larsson wrote these recollections of his earlier years:

"After passing through the elementary schools of Sweden and completing my education by private tutoring, I took part in various farmer's duties at home. This work was by no means the least important part of my education, as there I had to be industrious and self-reliant. It was from the repair shop, and through the influence of my older brother, who is an able teacher, that I decided to enter the school at Naas, and prepare myself for the teacher's life.

"When I was at Naas, the last of the one year course was held; and while we had to give long hours, sometimes fifteen hours per day, I have always felt that it was none too long to prepare one's life for the sloyd teacher's profession.

"After leaving Naas, I elected to establish four sloyd schools in the northwestern part of Sweden. In these schools I had both children and teachers to instruct, and at the same time, I made most

of my outfit, such as benches, and tool cabinets. The teachers who took the work eventually became sloyd instructors in their respective centers.

"Desiring to continue my studies, I went to Stockholm and enrolled as a regular student in the evening technical school, at the same time working at the different trades of cabinet-making, and wood-carving, and wood turning.

"Here I spent one year. After this I was chosen teacher in a school near Stockholm and during the summer was engaged as a teacher in Naas. Here I met the Swedish teacher who afterwards induced me to come to America.

"My first intention was to visit some of the prominent cities of the eastern part of America, and accordingly, I decided to leave my Swedish school in charge of a substitute for one year, arriving in Boston the first day of July 1888. My countryman, who had preceded me, and been made known to Mrs. Quincy A. Shaw, at once engaged me to teach sloyd to boys' classes at the North Bennett Street Industrial School and in the kindergarten at Cottage Place, from 2 - 4 P.M. In each of these classes there were fifteen pupils.

"When I left this summer work, I had not yet been made acquainted with Mrs. Quincy A. Shaw or her philanthropic work. My friend, who had been engaged to carry on the work at North Bennett Industrial School, was unable to do so, and in September I was asked to take his place. I refused this offer, explaining my mission in coming to

America was to interest teachers and school boards in sloyd, but not to teach boys, as we had enough of those in Sweden. I was told that I made a great mistake in endeavoring to interest teachers, as they were too busy and that they did not care anything for this strange subject. That similar subjects had been previously presented, but had met with failure. As I found no response in that line, I decided to enter some industry to meet current expenses. This position I accepted and was to begin work in a few days. In the meantime I met the superintendent of the Warrenton Street Chapel, now Barnard Memorial. This superintendent had visited my summer classes, and became interested. He said he had some old carpenters' benches and tools which he would be glad to place at my disposal, and would like me to take a few boys' classes, then carried on at the chapel club, and at other times the room would be available for any private pupils whom I might secure. He was unable to pay for my services, but thought the private work would pay sufficiently to defray current expenses. I accepted this proposition, repaired the old benches and tools, and placed them in the attic of the chapel.

"In order to attract the attention of the public school teachers, I obtained a teachers' manual from the School Board, and sent out two hundred postal cards, announcing that an exhibition of sloyd work could be seen at the Warrenton Street Chapel and that teachers interested could apply at the school for instruction in sloyd. About one hundred and fifty responded, and eight teachers' classes, of

fifteen each, were established, to work after school hours and on Saturdays. This was in September 1888. At this time some of Mrs. Shaw's friends came to visit the classes, and gave her such favorable reports of the day and evening work then being carried on, with both teachers and children, that she decided that if I continued the work, she would recompense me for the work. Mrs. Shaw's previous study of education methods now led her to investigate the merits of sloyd, hence the gradual establishment by her of the Sloyd Training School.

"This, however, was not her first experience with manual training, as in 1884 she had established wood-working, according to the Russian system at the North Bennett Street Industrial School, and at the private school at 6 Marlboro Street, where a simplified course of the Russian system had been given for some time. It was thought by Mrs. Shaw and the teacher in charge at Marlboro Street that the work ought to be changed to sloyd, and accordingly an experimental course of twenty-four models of two dimension work was made and used there.

"The classes at Warrenton Street soon grew in numbers and interest and consequently a larger equipment became necessary. I was allowed to employ some Swedish young men who were skilled in the use of tools to assist in keeping up the equipment and in the care of the tools.

"It was in 1888 that the Sloyd Training School began its work

at Warrenton Street. Here eight teachers' classes of fifteen each were established. Three years later, in 1891, it moved to the Rice School, Appleton Street, where the City of Boston placed two rooms at our disposal.

"In 1892 the first class of twenty-three was graduated. Several of the members had devoted three of four years in coming to the school after regular school hours, and on Saturdays. The first graduating exercises were held June 4, 1892 in the hall of the Normal School, corner Dartmouth and Appleton Streets. The headmaster, the late Dr. Dunton, presided. Brief addresses were made by Miss Woodward, Dr. Dunton, Mr. Seaver, Mr. Balliet, and myself." (1)

Mr. Larsson felt that from now on it would be better if teachers could give more time to the work, a term of not less than eight months, divided into two courses for four months each. He also recommended that a tuition of fifty dollars be charged for each course, except in the case of teachers.

To afford an opportunity for practice teaching under supervision, nine classes of twenty boys each, from the surrounding grammar schools, were accommodated each week.

"In 1893 there were sixteen graduates, most of whom gave their entire time to the work. This was the year of the World's Fair in Chicago. Here classes in Sloyd were conducted daily. The Sloyd Training School received a medal and diploma at the close of the

1. Larsson, Gustaf., "An Address to the Graduates of the Sloyd Training School," Sloyd Record, No. 3, Feb. 1910, pp. 18-23.

Exhibition.

"In 1894 the third class was graduated, on June 2, with sixteen members, the exercises being held in the hall of the Boston Normal School, with Dr. Dunton in the chair. Dr. G. Stanley Hall gave an instructive address." (1)

This year the sloyd teachers voted unanimously that a badge should be worn by graduates. The try-square was chosen as an emblem and engraved with the Runic letters S.T.S., the initials of the Sloyd Training School. This badge, which was of gold, was given to graduates by Mrs. Quincy A. Shaw, the founder of the school.

"In 1895 seventeen teachers were graduated and exercises were held in the Boston Normal School, as in previous years. This was the last year of the school's occupancy of the Rice School.

"In the fall of 1896 the Sloyd Training School was moved to the North Bennett Street Industrial School. Here it occupied the entire upper floor. This year there were twenty-seven graduates.

"The class of 1897 numbered nineteen. In this year the first issue of the Sloyd Record appeared. Each succeeding year the number of graduates was small, from 1896 to 1907 the average being 16, the smallest number being eleven in 1901. In 1901 the Sloyd Training School Alumni Association was organized.

"During the early summer of 1907, Mr. Larsson received an invitation to establish sloyd in Mysore, India, and left Mr. Josef Sandberg to conduct his classes during his absence, and to have nineteen

1. Ibid, p. 24.

graduates at the end of the school year. In the spring of 1908 it was decided that the rooms used by the Sloyd Training School were needed for the Industrial School work. Better accommodations were needed by the school. While the new building at 7 Harcourt Street was being erected, temporary quarters were taken at 222 Columbus Avenue. On A ril 15, 1909, the Sloyd Training School was moved to its new quarters, at Harcourt Street which had the advantages both of better facilities for the work, and of a more central locati on near libraries and schools. Beginning the year 1909 - 1910 a fee of one hundred dollars a year was charged for tuition. Eleven women and eleven men were graduated this year." (1)

"The latest statistics show that over one hundred thousand children are under instruction or supervision of our graduates. It is due to the work of this school that ten sloyd centers have been started in South India, and six in Mexico, during the past three years." (2)

After the death of Mr. Larsson, July 23, 1919, the Sloyd T-aining School continued as such at 7 Harcourt Street, until 1922. At this time the School Committee of the City of Boston took action as follows:(3)

TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS.

"On motion of the Superintendent it was ordered, that the Business agent is hereby requested to enter into an arrangement with the proprietors of the School of Therapy, whereby accommodations for the

1. Ibid, pp. 28-29.
2. " , p. 30
3. Proceedings of the School Committee of the City of Boston, 1922, pp. 56-57.

conduct of a training school of teachers of mechanic arts by this Board may be secured, for the year 1922-23 in the Sloyd Training School Building at 7 Harcourt Street, without expense, except for light, heat, power and janitor service.

"On motion of the Superintendent it was

Ordered. That subject to the provision of the foregoing, the Superintendent is hereby authorized to establish and conduct, in connection with the Normal School Building at 7 Harcourt Street for the school year 1922-23 said school to be conducted in accordance with general rules."

This action of May 8, 1922, was rescinded, and as a result the Training School for Teachers of Mechanic Arts was moved to the Parkman School, South Boston, where the work continues to be carried on at the present time.

During its existence the Sloyd Training School was always a progressive school. At first instruction in woodwork supplemented by lectures, both given by Mr. Larsson, constituted the curriculum of the school. Each year saw new changes especially in the addition of various subjects.

In 1903 Mr. Larsson wrote: "We are constantly trying to raise, as well as to realize, the standard of the Sloyd Training School, whose aim it is to send into the field of manual training men and women inspired by broad educational ideals. To this end we have added another month to our course of study, making it nine

months instead of eight; and we have also been so fortunate as to secure two new instructors, in Psysilogy and Psychology, Dr. John Hylan of the Harvard Psychological Laboratory, and in English, Miss Grace L. Derring, of the Cambridge English High School." (1)

In 1905, equipment for forging and for metal work was installed during the summer. In 1907, Walter Sargent lectured once a week during the summer. In 1907, Walter Sargent lectured once a week during the winter term. Mr. Sandberg had an exhibition of metal work made under his direction. In 1908, forging was taught by Mr. Lambirth, Massachusetts Institute of Technology, and design by Miss Helen Cleaves at present Director of Fine Arts, Boston Public Schools. Other subjects introduced were raffia and clay modeling.

The course of study, as given in 1907 - 1908, included the following work:

Woodwork which included the making of sloyd models and furniture; metal work - simple pieces to more complicated as bowls, hammered and forming work; forging - making of bolts, lathe tools, hammers, toasting forks, tempering and case hardening; mechanical drawing, making working drawings of sloyd models, and of furniture, tracings and blueprints of sloyd principles; design, applied and constructional, designing of hinges, various models and furniture, study of color; English, applied grammar and rhetoric; lectures on history of sloyd, sloyd principles; lectures on tools and their care; a study of trees and lumber; raffia and weaving; book binding, clay modeling;

1. Sloyd Record, January 1904, Vol. I, p. 9.

marking of students' work.

The Sloyd Training School no longer exists in name. Mr. Josef Sandberg, who was with Mr. Larsson as an instructor at the Sloyd Training School for twenty-nine years, is in charge of the Training School for Mechanic Arts. This school, located at the Parkman School, South Boston, under the Boston School system, should continue to hold to high standards in the preparation of teachers of manual training and industrial education and to reflect Mr. Larsson's work and those high principles of sloyd for which he stood.

That Mr. Larsson's work in the manual training field has not been forgotten is proved by the letters which follow, in part or entirety, bearing testimony of the appreciation and the gratitude of his interest toward them.

CHAPTER IV

LETTERS OF TRIBUTE TO GUSTAF LARSSON

Mr. John C. Brodhead, Assistant Superintendent of Schools, Boston, Massachusetts:

"I remember Mr. Larsson vividly. He was a wholesome, energetic, scholarly man with deep broad ideas concerning education, especially of the manual type. It seems to me that he is one of the very small number, two or three possibly, who were at the basis of all our present manual training work. I think the two most potent influences arrived in this country about the same time, and while very different in character mutually reacted on each other with the result as shown by our modern manual training and industrial courses. The work of the Russian Technical School, which was exhibited at the Philadelphia Centennial in 1876, emphasized accuracy, measurement, and exercise work derived from objects of utility. From this exhibit has grown up our technical high school. On the other hand, Mr. Larsson brought from Sweden the cottage manual activities in wood which emphasized form and immediate utility to the exclusion of exercise work.

"I am not a graduate of Mr. Larsson's school, but I did take some of the Saturday courses and profited therefrom. Mr. Larsson's ideals were high both as to theory and practice of manual training. The graduates of his school had a profound influence on industrial

art throughout the country, as you well know.

"I consider that Mr. Larsson made a very definite and still living contribution to education in the manual training line. He had a good theory system at the start, but did not hesitate to modify it to suit conditions in this country, and changing conditions during his lifetime."

Mr. Frank M. Leavitt, Associate Superintendent of Public Schools, Pittsburgh, Pennsylvania:

"Mr. Gustaf Larsson made a distinct contribution to the development of the manual arts as a distinct and important phase of general education.

"Before the introduction of Sloyd, which was sponsored by Mrs. Quincy A. Shaw so generously, the advocates of hand work in the schools had in mind chiefly the training of artisans. Their suggested courses of study were based largely upon an analysis of three types of industrial work, those dealing respectively with wood, wrought iron and cast iron. The examples which they sought to follow were the courses organized at the Imperial Technical School of Moscow, Russia. Examples of those courses were exhibited at the Philadelphia Exposition in 1876 and were donated to the Massachusetts Institute of Technology, and displayed by the Institute in its various shops.

"You will appreciate the difference between the course of

study which is based on an analysis of industrial practice and which is based upon the analysis of the child and his interests and abilities. Sloyd very frankly was based upon the latter type of analysis, which it seems to me constitutes its chief contribution to the development of the manual arts movement. We hear little about Sloyd today, but the Sloyd principles, for which Mr. Larsson stood so steadfastly, have become fairly integrated with our educational thinking and particularly with the technique of industrial arts procedure."

Miss Helen E. Cleaves, Director of Manual Arts, Boston Public Schools, Boston, Massachusetts:

"I remember with pleasure my association with Mr. Gustaf Larsson as a pioneer in educational handwork. He was a quiet force and while the school has outgrown some of the techniques which he first introduced, many of his ideals are in practice. Of course, Mr. Sandberg was from the b eginning a vital force which caused the project to live as a school."

Mr. Edward C. Emerson, Associate Director of Manual Arts, Boston Public Schools, Boston, Massachusetts:

"In my opinion, Mr. Larsson's work had a very decided influence on all manual training instruction, taking it out of the realm of exercises and making it practical and worthwhile. The graduates of

this school are spread over the United States, and the leaven of their influence is still felt."

Mr. J.H. Trybom, Director of Vocational Education, Detroit, Michigan: (Class 1892, Sloyd Training School, Boston, Mass.)

"I was closely associated with Mr. Larsson from 1888 to 1889 as a student and graduate of the Sloyd Training School, and, later as a teacher in the Boston Public Schools.

"The introduction of the Sloyd System of industrial arts in this country was Mr. Larsson's chief accomplishment. This involved a new element in education which has greatly influenced our present methods in teaching of the industrial arts. Mr. Larsson has not received the recognition which is due him for his great pioneer work, in this part of the country at any rate.

"Mr. Larsson's great success in the introduction of the Sloyd Training System in American Schools may be attributed to a personality that won the confidence of any one with whom he came in contact. The sincerity and enthusiasm displayed by him in his life work won him a hearty support. Another one of Mr. Larsson's traits was the enthusiasm he knew how to instill in his students, teachers as well as children. Every one of the teachers he trained left his school with an unbounded enthusiasm for the principles of the Sloyd System, and with an exhalted idea of their importance as teachers of that system. This is as it should be, and, for these reasons, I feel confident that his training school has had fewer failures, in proportion,

than any other."

Mr. William E. Roberts, formerly Director of Manual Arts, Cleveland, Ohio:

"My first contact with Mr. Larsson was as a student in his summer course for teachers in 1901. I have always looked upon this work as one of the most interesting and valuable experiences of my professional life. This was early in Mr. Larsson's American work. My own teacher training, such as it was, I had at Massachusetts Institute of Technology which exemplified the Russian system. I was at first, perhaps, inclined to be mildly critical, and on the other hand to resent criticism of my own experiences. At the time advocates of both systems were uncompromising. Fortunately I kept my opinions to myself, which was not true of other members of the class. I learned in the course of the summer to admire Mr. Larsson for many fine qualities and my admiration continued to grow through the ensuing years. I think of him, with Dr. Runkle and Professor Woodward, as one of the three pioneers in our field in this country, and being the youngest carrying on. His influence for the advancement of our work was very great. A paragraph from one of a series of lectures at the University of Washington may be of interest:

'It has never seemed to me that importance of Mr. Larsson's work in this country had been quite fully appreciated. His ideals have everywhere had an important influence in the development of manual

training courses even though his own specified courses have not been taught extensively. Mr. Larsson is a conservatively progressive educator. He adopts nothing without careful consideration, but once convinced, the idea is accepted and thoroughly worked out. His first step was to adopt the Swedish Sloyd to American conditions as he conceived them, and his spirit of meeting changing conditions seems to pervade in all his work. He is a skilled craftsman and designer.

'Again, in Industrial Education Magazine, 1924: (The Sloyd models were finished projects, of use in the home and play life of the boy. They had a strong appeal. Tribute should be paid to Sloyd for its refining influence upon early work, for the sloyd models, if almost wholly geometric in outline, form and decoration, were excellent in design and proportion.)'

"While sloyd as such has never been taught extensively outside of New England, the influence of Mr. Larsson's work has been very great and lasting in its effect upon manual training or industrial arts, throughout the country. I should unhesitatingly class him among the great early leaders in our work."

Mr. C.Hanford Henderson, Lecturer at the Sloyd Training School:

"I did not know Gustaf Larsson at all intimately. During my brief residence in Boston and my infrequent visits, we were both very much occupied. But I knew him well enough to feel for him a

genuine admiration and respect. He seemed to me the embodiment of all that is good and beautiful in the Sloyd movement. He was both realist and idealist. He emphasized, as I did, the double value of Sloyd, its value in developing skillful handicraft and its still greater value in developing character and intelligence. He combined these disciplines without sacrificing either. With the spiritual end always in mind, he omitted no detail of an adequate material equipment. He insisted upon suitable class rooms, well lighted and heated, well ventilated and commodious; upon proper tools of the best make; above all upon well trained and qualified teachers. These requirements are today perfectly obvious, but in those days they were more frequently violated than observed. So-called "Manual Training" was carried on in dark basement rooms with poor tools and incompetent teachers, and after some months or a year was declared of no educational value and a waste of time and resources. In reality, of course, manual training as an educational discipline had neither been introduced or tried. Mr. Larsson stood for sound workmanship and he realized to gain this end the necessary equipment must be adequately provided. He was equally careful of the physiological condition of the young workers, their positions, their muscular movements, their health. All this material preparation, however, was to both of us primarily a foundation for the really great work of Sloyd, the development of character and intelligence. This spiritual work began with the first lesson; the emphasis was

placed upon the worker himself and finally incidentally upon the work. It is this human insistence that differentiates Sloyd from the more technical Manual Training that came to us from St. Petersburg. Sloyd was presented to the child from the start as a form of tool work carried on for the purpose which he himself could recognize as good.

"How often we heard Mr. Larsson insist on this and how faithful he was in living up to this high standard. The work must seem worth while from a child's point of view. And so his first project must be a finished article, however simple, perhaps only a marker for garden use, preferably something that could be given to the parents or other friends. From the start, too, the work was largely free-hand that is to say free-hand not only in the sense of using simple hand tools in preference to machines, but also in the matter of judging distances, proportions, curvature, by means of eye and hand rather than by the help of ruler and caliper. This basic thought was always the same, the unfolding and perfecting of the human organism and the human spirit.

"Nor were the moral values neglected. It is literally true that with Mr. Larsson Sloyd was a hand-maiden of religion and stood for an all-inclusive integrity. No article of poor workmanship, for example, was permitted to have its defects covered up with ornament. The article itself must first be sound in order to merit the added quality of decoration. And I like very much the concrete

honesty of having children appraise their own work, judging themselves as fairly and impartially as they would judge others. I have no record at hand, but I am under the impression that they seldom if ever marked their work higher than an instructor would have done, and sometimes in the effort to be absolutely fair, even under-rated it.

"In all of his work Mr. Larsson had the competent aid of two intelligent and resourceful women, Mrs. Quincy A. Shaw and Mrs. Francis Fiske. In addition to their unfailing personal interest, Mrs.Shaw provided the necessary sinews of war, the money, while Mrs. Fiske contributed a watchful discrimination and a literary perception which helped materially to translate Mr. Larsson to his more complex and sophisticated American public. His major work was of course in his own Training School and among his own selected students, but this was the centre of a much wider influence. He gave occasional lectures and addresses elsewhere; he wrote all too sparingly for educational publications; he sent the Sloyd message to many remote quarters in the keeping of his graduates. His most far flung adventure was, I believe, his trip to India. Through Mrs. Shaw's generosity he conducted Normal Classes in Sloyd for Indian teachers in their own habitual surroundings. It was a large service and shortly after his return I had word from India that 19,000 children were receiving instruction in Sloyd. I was particularly glad to have the new education go to them in this form, because in her

pre-occupation with the things of the Spirit, India had for centuries too much neglected the material needs of the Earth - life, and I feared that she might now go to the opposite extreme and in her concern for mechanical and technical education, might neglect the deeper needs. Sloyd offered her both cultures, offered her the new without robbing her of the old.

"Mr. Larsson was himself direct and simple, and capable of prolonged concentration in the study of his one major interest. This kept him from the dissipation of too great a range of interests, and at the same time, perhaps, from some of the insights which are the portion of those who range more perilously. It is almost literally true that Sloyd was his life. One must not presume to speak of these holy mysteries with any assurance of private knowledge, but I do feel reasonably sure that when this modest conscientious philosopher passed into the 'Beyond' he was welcomed as a faithful servant and heard the triumphant verdict, 'Well Done.'"

Mr. Edwin R. King, Supervisor of Manual Training, City of New Bedford, Massachusetts, thirty-two years, 1894 - 1926:

"I rejoice that one has arisen among our Sloyd Normal Alumni group to eulogize our common friend and benefactor, Gustaf Larsson, whom I regard as one of the great educators of the past century.

"It hardly seems possible that a man from a foreign land could come to our America, unknown, and here initiate and guide the devel-

opment of a new plan in American education. We all recognize the important place that manual training now occupied in our public and private school system. That such a training, and through it, Mr. Larsson must have had and must continue to have a strong influence upon the lives of millions cannot be doubted. Sloyd education has broadened our educational base, directed the attention of the young to the ideals and arts of the craftsman, and must in the long run make for a community of feeling between technician and non-technician.

"I first met Mr. Larsson at the Chicago World's Fair in 1893, and at that time he invited me, a man from the shops, to apply for admission to his class for the year 1893-1894. Mr. Larsson was always very much of a gentleman, but that he was by no means lacking in determination was well demonstrated at the time. The Boston School Board, insisting upon the desirability of enrolling teachers, not mechanics, for school positions, was unanimous in its disapproval of my application, but Mr. Larsson stood firm, and I therefore had the honor of being the first man the shops admitted to the Boston Normal Training School.

"Professionally, Mr. Larsson's training guided me in the adaption and application of the broad but exacting mechanical training acquired in the shipyard and the cabinet shop to the needs of the class room. This was a process of analysis to the end that the boy in the school might more fully understand and appreciate the mechanical problems of the arts and of industry.

"It was my privilege to call this man my friend, the most loyal and best man friend of the many years of my life, and my pupils many thousands of them, whom it was my endeavor to instruct in the ideals of accuracy, strict honesty, and efficiency, were taught I believe as he would have had them."

Mr. D.F. Barber, Chandler and Barber Company, Boston, Massachusetts:

"Mr. Larsson was very patient under great provocation at times with ill-advised statements so often made behind his back, and even to his face, which were due to the intolerance of these critics against anything foreign. Through it all Mr. Larsson was patient and continued to be a true friend of all who wished to know about the system which he represented. Many times I have heard him speak without bitterness of these people who would not look into the real value of the system, but he continued to uphold the real value of the Sloyd System. He was patient and thorough in his teachings, and as this teaching was mainly with teachers of both sexes, I believe its permanent value will be more and more apparent. One phase of the system not generally understood was that of the physical advantages that he advocated. He was against any system of training that did not recognize this feature; for instance, in many places there were those who wished to incorporate bent iron or Venetian iron, and while it had some value, in drawing, in the making of various articles such as lanterns and other articles, some of which

were more ornamental than useful, he said that the physical work was not advantageous to the pupils. It had to do with muscular movements of the hand and fingers, but could not be utilized for the development of the whole body.

"He taught that whittling and all work relating to models should recognize posture and the development of an upright position with full opportunity for breathing and expansion of chest muscles.

"After several years of close contact, both at home and in the school room, I never knew of a low or immoral thought or act, but his manner and thought seemed to be constantly for an improvement of the mind and body."

Mr. Charles H.B. Morse, Head of Art Department, High School of Commerce, Boston, Massachusetts. Graduate of Sloyd Training School, 1912:

"Gustaf Larsson was a man with a most tenacious purpose, that of training teachers of Educational Manual Training. He used the Swedish term 'Sloyd' to represent his ideals and beliefs.

"He never swerved from his ideals, and the belief in his work. He lived and died in this faith.

"During his life, he was aware of every side track that Manual training could take; that the teachers he had trained could take; what political pressure could do.

"He had seen all these side tracks end in failure, before he

came here. Other countries had tried them all, and knew why they failed. He armed his teachers with his knowledge.

"In his later life he witnessed the change from Educational Manual Training to the intensive Trade idea. The depression with its lack of demand for workers in the different trades has proved the weakness of this idea. He had seen this happen before, and warned against it.

"He believed in the moral value at working at the bench with one's own hands, developing the mind with honest problems, developing character by patient persistency, accuracy and self-restraint.

"He knew the value of the human attempt at skill with hand tools, as against the skill of the machine. He knew that time was not a factor in the development of the mind through the problem. He knew no short cuts; mass production had no place in his system.

"He knew his work was founded on a rock and that time would show that other systems were founded on shifting sand. Already time has proved he was right."

Miss Fannie B. Prince, Teacher in Boston Public Schools, graduate of Sloyd Training School, 1899:

"It was my privilege to attend the Sloyd Training School when it was located at North Bennett Street.

"It was there I met Mr. Larsson. He was a real pioneer in the Sloyd system of Manual Training and held tenaciously to his ideals.

"'Sloyd Principles' was the theme of his life. He believed in it whole heartedly. He preached it publicly and taught it individually. No student graduated from his school without a thorough inoculation.

"Even though I may have differed from him on some points in our discussions, I have always admired his unswerving adherence to his belief.

"He was extremely hospitable, and, in those days the Sloyd Training School was a real home center for its graduates.

"Nothing pleased him better than to assemble the alumni for a banquet and social evening, and, on those occasions, he was a most genial host.

"He played a leading role in the early drama of manual training and his loyal pupils in all parts of the world still 'carry on.'"

Mr. Andrew Bjurman, teacher of Plastic Arts, Ben Franklin High School, Los Angeles, California. A graduate of the Sloyd Training School, 1899:

"I am pleased that after thirty-eight years now I still think of Mr. Larsson as the greatest teacher I ever had. He believed in me, a young homeless, friendless chap, a stranger in a strange land. He advised me to prepare myself and to enter the Sloyd Training School of which he was principal. His character, instruction, and friendly advice influenced my whole life and ability in the teaching

profession."

(Mr. Bjurman has presented to the Sloyd Seminarium, now a branch of the University of Naas, Sweden, a portrait head of Mr. Larsson. This has been accepted and stands in the Administration Building. A similar portrait head has also been presented to the John Morton Memorial Museum, Philadelphia, Pennsylvania.)

Mr. Percy Nilson, Teacher in the Thomas Jefferson High School, Los Angeles, California, a graduate of the Sloyd Training School, 1897:

"He gave me a start in life as a teacher in America. I will honor his memory as long as I live."

Mr. Josef Sandberg, Assistant Director of Manual Arts, in charge of Training School for Teachers of Mechanic Arts, has written as follows:

"I appreciate your asking me to write something concerning Mr. Larsson and his work. It was my good fortune to be associated with him a number of years.

"When Mr. Larsson began his work in Boston few people knew anything about Sloyd or Manual Training. He realized that the best way of gaining recognition for the work was to interest teachers and educators. Furthermore he realized that if the work was to succeed there must be well-trained teachers, and through the generosity of Mrs. Quincy A. Shaw the Sloyd Training School was organized.

"Mr. Larsson was not the first to attempt to introduce Sloyd

in Boston. Others had tried and failed because they had not appreciated the spirit of the work. They had not realized the necessity of adapting the work of the locality.

"Mr. Larsson was one of the pioneers in advocating purposeful work. He was opposed to mere practice in the use of tools for the sake of acquiring skill. He held that the added interest which would accompany making of a useful object would not only result in greater skill but would give a satisfaction that could not be derived from mere practice work.

"The success of Mr. Larsson was due in a large measure to his enthusiasm and whole-hearted interest in the work and his belief that Sloyd was an indispensable part of education.

"His enthusiasm inspired teachers and others interested in improving our schools and the prevalence of the work today is due in no small measure to his work.

"Through the teachers trained under him at the Sloyd Training School the spirit of the work has been carried on not only in this country but as far away as India."

The following account of Mr. Larsson's work in India, from the Director of Public Instruction in Mysore, was written by the Deputy Director:

"Dr. Gustaf Larsson was engaged for about six months (in 1907) to organize the Sloyd system of Manual Training within the State

of Mysore.

"His work consisted in training twenty-two teachers many of whom were University degree holders.

"The training class was located in the spacious hall of Sir Shehadri Iyer Memorial Building, Bangalore, under orders of the Dewan (Prime Minister of Mysore, Mr. V. Madhava, C.I.E.).

"Excepting the work benches and other furniture that were made at the Mysore Industrial School as per specifications sent in advance by Dr. Larsson, the equipment was procured from America. (Messrs. Chandler and Barber.)

"Mr. H.J. Bhabha, M.A., the then Inspector General of Education (Director of Public Instruction) selected also two men to be Mr. Larsson's assistants to help him in organizing the work. (Messrs. H. Krishnaiyengar, L.M.E., and David A. Nagavkar, L.M.E.) These were given special instruction every day by Dr. Larsson from 7-9.30 A.M. to be ready to assist him in the class that met every day from 11-5 P.M.

"The training class commenced work on the 16th, September 1907, and consisted of lectures and practical work at the bench. The syllabus for practical work was that prescribed in the Sloyd Training School at Boston, U.S.A., with slight modification in the models to suit Indian needs and taste. 'Sloyd for the Three Upper Grammar Grades' by Dr. Gustaf Larsson was the textbook used.

"Educationists and others in Mysore manifested a very keen

interest in the work of Dr. Larsson and many were the visitors that the Training Class attracted and they appreciated the work highly.

"Dr. Larsson also supervised the teaching of Children's classes by these teachers. (Vide photograph in 'Sloyd in Mysore.')

"Before his departure, Dr. Larsson arranged to hold a Sloyd Exhibition to which the Dewan paid a visit and eulogized Dr. Larsson in a few select and appropriate words on the excellent work he had done during his short stay in the Mysore State and the spirit of Sloyd he had inspired in the minds of his pupils. The Dewan on addressing Dr. Larsson said, 'I am glad to be able to congratulate you in person on the excellent results achieved within the short time that some of the teachers of High Schools have undergone in a course of training in the methods of Sloyd under you. What I appreciate in the training is not so much the manual skill of which we have evidence in the exhibits before us, but the spirit of self-reliance, resourcefulness, and devotion to work and the keen interest in the tasks set before them shown by the teachers, which impressed me even at my first visit more than two months ago. It is fortunate for Mysore that this system of training of which we have heard so much, should have been introduced by one who is acknowledged to be the best exponent of its worth even in America. You have inspired in the minds of your pupils, most of whom are teachers themselves and graduates of our Universities, regard, esteem, and even affection for yourself. It is gratifying to us all that you are equally

highly impressed with their intelligence and aptitude for learning and respect for their teachers. Your work has been so much appreciated that the Sister States Travancore and Barode would have been glad if you could have prolonged your stay in India and introduced the same system of Manual Training into their educational institutions. These advantages, however, they are unable to obtain on account of your pressing engagements in America.

'Let me thank you on behalf of myself and the Government of Mysore for the valuable service you have rendered to us, and wish you every success and happiness in your future career and a pleasant voyage home.'

"Dr. Larsson was also the recipient of His Highness the Maharaja's congratulation. Mr. E. Machonochie, I.C.S., Secretary to His Highness the Maharaja of Mysore, writing to Dr. Larsson from Madras, said, 'His Highness the Maharaja has heard the accounts of your exhibition with much interest and only regrets that his absence from Bangalore has prevented him from visiting it in person. He desires me to convey to you his congratulations on the success of the results obtained by you so far, of which he is assured from all quarters and he trusts that your all too brief period of work in his State will have far-reaching results. He is having a photograph of himself forwarded to you as a personal memento.'

"His Highness, however, paid a visit to the Sloyd Training Class after the departure of Dr. Larsson and was conducted around the

class by Mr. Bhabha.

"The training class had to continue for a few months more under the charge of the two assistants who were eventually appointed as Sloyd Supervisors of the Eastern and Western divisions of the Mysore State for organizing Sloyd in High Schools. Each of the eight districts had a Sloyd class with two teachers in charge of it and the work established by Dr. Larsson continued till about the year 1920, when along with many other activities of the Educational Department it had to be abolished as a measure of retrenchment.

"The Sloyd equipment is now being used in vocational woodworking classes in the scheme of vocational education inaugurated by the Government in 1924 in the Middle Schools of the State."

Mr. E.A. Kunon, Assistant Supervisor in charge of Manual Education, City of Los Angeles, California:

RECOLLECTIONS OF MR. GUSTAF LARSSON

"A history of Manual Training in the United States would not only be incomplete but inaccurate without an extended account of the life and work of Mr. Gustaf Larsson. His work as a teacher and trainer of teachers in normal school, as a teacher of children, a writer, and as a demonstrator of Manual Training practices and principles, as well as his extensive travels, are not only interesting but valuable contributions to the cause of Manual Training and to education in general in the United States and elsewhere. This

statement is made by one who knew Mr. Larsson, studied and worked with him in Sweden and in the United States. No man now living in the United States knew Mr. Larsson more intimately than did the writer.

"Mr. Larsson arrived in Boston, Massachusetts, in 1888. He did not come as an immigrant - he came for the sole purpose of introducing sloyd and to train teachers for it, and his first plan was to establish a private normal school for teachers of sloyd. In order to understand the situation with regard to organized educational handwork, or Manual Training, in the schools of the United States at that time, it should be recalled that Mrs. Quincy A. Shaw, daughter of Agassiz, the naturalist, devoted great sums of money yearly for the purpose of introducing and extending kindergarten into the public schools of America. Mr. Larsson came to her notice, and he was selected as the man competent to accomplish the task of introducing sloyd (Manual Training) as a means of general education in the schools. There existed other handwork systems in the United States at that time, but none which were purely educational in nature and applicable for the public schools, or Mrs. Shaw would not have selected Mr. Larsson and the sloyd system. This enterprise, therefore, is the original nucleus upon which has been built the extensive variations of educational Manual Training as we know it in the schools of the United States of today.

"The first sloyd room for elementary school pupils was estab-

lished in Warrenton Street Chapel in1888. It was a garret room, and at Mrs. Shaw's and Mr. Larsson's invitation, pupils were drawn from the public schools of Boston to receive voluntary sloyd instruction or Manual Training. The growth of the work occasioned an improved situation at an Appleton S reet school, and as the work progressed, a more complete normal and children's sloyd school was established at North Bennett Street Industrial School. Here the pupils served as model classes for the student teachers. Mr. Larsson possessed the ability to interest many great men in his cherished cause. Such men as Edward Everett Hale, Superintendent Seaver of Boston City Schools, General Francis Walker of Massachusetts Institute of Technology, Hanford Henderson, the great writer and lecturer, Professor James, the distinguished psychologist of Harvard, Dr. Dunton, Mr. Balliet, Mr. C.N. Woodward,Dr. Stanley Hall, and many others. All of these men encouraged Mr. Larsson and inspired him in his effort to succeed. Professor James and these men pointed out to Mr. Larsson that the educational principles underlying the sloyd system were psychologically correct, and would become the standard for the future instruction in the educational Industrial and Manual work of the schools of the United States. Under Mr. Larsson's supervision, sloyd was introduced at a fashionable private school on Marlboro Street in Boston to supplant the so-called Russian system which had been applied in that school for some time. In 1907, a private sloyd room was established in Santa Barbara, California, after Mr.

Larsson's visit to this place and at the request of a philanthropic lady in that city. Mexico City established sloyd rooms in its school system through the efforts of Professor Leon, who was a student at Mr. Larsson's school in Boston. Sloyd was introduced in New Britain and Willimantic, Connecticut, State Normal and city schools. In Chicago, Minneapolis, Los Angeles, and many other cities, sloyd was established as a direct result of Mr. Larsson's efforts and teachings. Mr. J.H. Trybom, probably one of the best prepared vocational directors in this country and a graduate of the Boston Normal School of Sloyd, established Manual Training in Detroit.

"The inauguration of sloyd in India ought to be a matter of educational pride to the United States, because Mr. Larsson was chosen to introduce sloyd in that country. He went as a citizen of the United States and as a representative of the sloyd movements in the educational system of the United States. In 1907, the native government of the province of Mysore, India, invited Mr. Larsson to give instruction to a selected number of teachers, to preparethem for organizing and teaching sloyd in the schools of that province. For several years, Mr. Larsson received letters telling of the progress of his teaching in Mysore and that sloyd was being established in the schools of other provinces of India. The teachers of India today revere Mr. Larsson as a great educator because of the influence of sloyd teaching in the education of India. It seems that this extended American educational influence in India is directly to be

attributed to Mr. Larsson.

"Mr Larsson was an organizer, a lecturer, and writer. While his writings were not extensive, they were original and effective, and greatly influenced the Manual Training situation at that time. The Sloyd Record is a collection of valuable pamphlets, containing gems of statements and lectures of the educational aims of Manual Training by famous educators. The volume also contains illustrations and outlines that are excellent guides for students of this kind of work. Mr. Larsson also published numerous original working drawings and charts which were unsurpassed in the period during which they were published. Lastly, his imperishable definition of sloyd that, 'Sloyd is tool work so arranged and employed as to stimulate and promote vigorous, intelligent, self-activity for a purpose which the worker recognizes as good.' His statement of the aim of sloyd has proven to be the correct one, namely, the aim of sloyd is to provide for the development of children during the formative age from eight to fifteen. Unhesitatingly, the statement is here made that this aim is now being understood after the great struggle with the vocational and pre-vocational aims. Other general principles formulated and advocated by Mr. Larsson were that the Manual Training teachers for the elementary schools must be professional teachers and not artisans merely. Secondly, that the teaching must be systematic, progressive, and as far as possible individual. The exercise should be applied on objects of use which can be thoroughly appreciat-

ed by the worker. Undoubtedly, these definitions, aims, and general principles are now becoming more and more understood as underlying educational handwork in the school."

Ella McDuffee Ross(Mrs. Harry Seymour Ross), Sloyd Training School, 1894:

"Four years after the Sloyd Training School had been established in Boston my attention was drawn to it principally because I could use intelligently the manual skill which had always been mine.

"Here I met for the first time the head of the school Mr. Gustaf Larsson and Mr. Josef Sandberg, his most able assistant. Two finer men or more intelligent instructors I have never known. Both have been friends of many years standing. When vacation time came bringing me back to Boston, the Sloyd School, which meant Mr. Larsson, was the first point of interest.

"As a lecturer and teacher he was most explicit in impressing upon his students the close relation of the hand and mind, of the usefulness of the article being made of its beauty of line, of its workmanship, and, last but not least, of the mental and manual gain to the student who had accomplished the finished article of use and beauty. Beauty applied to the piece of wood which may have only straight sides or square ends with no decorative points, may be hard for some people to see, but to the student who has perfected to the best of his ability the article of use, it has real beauty. The

training of the eye, the gradual strengthening of the muscles, the steadiness of the hands and control of the nerves, these all take place step by step as one progresses from the tiny wedge to the fitted joints and the lovely curves of scoop and s poon, to the finishing of the chest, the last piece of the course. All that Mr. Larsson had been teaching us had gradually been accomplished. The growth of the love of fine wood, of the beauty in its grain and texture and the desire to create, to accomplish, to work accurately, all belong to the student.

"Some fifteen years after graduation, the small bread board which we always used, was broken. As it was one of my Sloyd models I carried it to the school to see if Mr. Sandberg could repair it for me. While talking first with Mr. Larsson in his office, he took the board and said, 'Come with me.' As we reached the work room he rang the desk bell and spoke to the class, using my model as an example of the practical use of the article made. He seemed pleased to know it was in daily use.

"Mr. Larsson had always urged my going to Naas, Sweden, to take the summer course in Sloyd at the original Sloyd Training School for teachers. After five years of teaching, in 1899, I had the pleasure of working for six weeks at Naas. This beautiful great estate bordering a lovely lake was owned and run by a man who held the respect and esteem of al l who knew him, Herr Otto Solomon, one of Sweden's great educators. In the morning he would lecture in

Swedish, in the afternoon in English and converse with French and German students with equal ease, as he met them.

"One came in contact with teachers and educators from all parts of the world. The students had to use the old style planes and saws and try to accomplish as finished work as one could with our American tools.

"It was most interesting and instructive and of course the Swedish Diploma for the six weeks' intensive work was a hard-earned, well prized possession. These three men of Sweden have done much for the promotion of Manual Training in America."

Mr. N.B. Corthell, Teacher of Manual Training, Chelsea, Massachusetts:

"I have always been a great admirerof Mr. Larsson, and I owe my present position to him. I consider him one of the foremost educators of his time; although he does not occupy a place in 'Who's Who' nevertheless he deserves it. He saw much farther than the subject matter he was teaching, his heart and soul was to build you into a teacher worthy of the name. While we were connected with his school if we failed then to get the thought he was trying to convey to us we would get it when some of the difficult problems would arise in our own school.

"I feel sure while he was lecturing in class he knew the things that he was talking about would help us over many rough places, and that was not all, he was also able of thinking we were not only

building for ourselves but we were conveying that same thought into the hearts and minds of the pupils who come under our instruction. In other words he wanted us to teach boys instead of subject matter."

CHAPTER V

PAULINE AGASSIZ SHAW

1841-1917

Friends of the Sloyd Training School will long hold in veneration the name of Mrs. Quincy A. Shaw. Her financial aid made it possible for teachers and others to further their education and become of greater service to the world. The alumni will remember her as an outstanding character and as a pioneer in various fields of education, especially in that of manual training.

Dr. Charles W. Eliot said of her: "Educational work from the first enlisted Mrs. Shaw's interest and support. I suppose no private person in this country has done so much for kindergartens, and did pioneering work in introducing them in Boston and neighboring cities. After many years of patient work and much expenditure, she had the satisfaction of seeing kindergartens adopted in Boston and some other large cities as an accepted, and indeed indispensable part of a good public school system.

"Mrs. Shaw had the most ardent faith in the practicability of improving the common lot of humanity and so making mankind happier."(1)

Mr. Larsson wrote: "In the summer of 1888, it was my good fortune to meet Mrs. Shaw and to discuss with her the possibilities of arousing in teachers an interest in the Swedish system of manual training known as Sloyd. Mrs. Shaw became convinced that sloyd was

1. Pamphlet of Memorial Service for Pauline Agassiz Shaw, Faneuil Hall, April 18, 1917, p. 29.

founded on the same principle that underlies the kindergarten system, namely, that the mental and moral growth of the human being must be the first consideration of every teacher and that occupation whether the mind or hands, must serve as means to that end." (1)

"The first course offered by the school was confined to woodwork, but in response to the more recent demand for wider activities, Mrs. Shaw again gave to the school the means of offering courses in forging, machine work, metal work, bookbinding, printing, cement work, furniture making; and in connection with this technical work, courses in design, and in psychology as applied to teaching. For more than twenty years Mrs. Shaw gave free instruction in her school, but in 1910 she granted our request that a yearly tuition of $100 might be asked and that scholarships might be established for the benefit of worthy and needy students.

"It is not easy to estimate the abundance of good that has gone forth from Mrs. Shaw's school, nor its far reaching influence. Over four hundred students, representing almost every state in the Union, have been graduated from there. Fifty-seven graduates are teaching in the public schools of Boston, and several are at work in foreign countries; moreover, it is due to the influence of Mrs. Shaw's school that there are three of the largest states in India training sloyd teachers under the authority of their respective governments.

"The debt of gratitude is heavy upon us. We owe the existence of the Sloyd Training School, its progress and its achievements to the energy, the patience, the constructive imagination of one woman.

1. Larsson, Gustaf, Sloyd, p. 43.

We, of this school, cannot repay the debt. It remains for us to be faithful guardians of the ideals she illumed before us, to embody these ideals in the conduct of her school, and everywhere to hold in unforgetting honor the name of Pauline Agassiz Shaw." (1)

Mrs. Maud Ballington Booth said in part: "My sense of personal loss is still so keen that I feel it is hard through the mist of tears to let others see what I have seen and feel of this wonderful, beautiful, God-honoring personality. Long years ago when I first met her there came to my heart a sudden thrill. When I was sixteen years of age God took from me my own sweet mother. When I met Mrs. Shaw I saw her again, and a wonderful feeling was mine that I never lost in the long years of our close, precious friendship. She seemed to step into that empty place. And when far out in the Western prisons where I was working, there came to me the news that she was gone, there came that deep agony of loss that I felt in my early childhood.

"Mr. and Mrs. Shaw probably did more than any other persons for the prisoners of this country, and for the broken, the hopeless, the abandoned. In my work with dark gray walls, Pauline Agassiz Shaw has been my great help and inspiration, and it is through her generosity and that of Mr. Shaw, that comfort and help, and new start and new home have been brought to tens of thousands of men whom the callous world looked upon as outcasts."(2)

The School Committee of Boston did not fail to recognize Mrs.

1. Ibid, p. 3.
2. Ibid, p. 46.

Shaw's generosity. "At the very beginning of this report, we ought to record our obligations anew to Mrs. Shaw and Mrs. Hemenway, who at their own expense, and for several years, have so generously furnished the means to train various classes in our different schools, during what may be fairly called the experimental period. The service that these ladies have rendered to the City of Boston in this and various ways is inestimable." (1)

Much could be written about this dear soul, of her work for suffrage, peace, day nurseries, social service house, neighborhood houses, and the vocational bureau. After reading the various tributes paid to Pauline Agassiz Shaw at the Memorial Service, we should all the more appreciate the great leader and founder of the Sloyd Training School.

MRS. FRANCIS S. FISKE.

No one had the interests of the Sloyd Training School more at heart, or was better qualified to interpret the principles of Sloyd and their application, than was Mrs. Francis S. Fiske. Born at Keene, New Hampshire, she received most of her training at Mr. Emerson's School for Girls in Boston. One of her outstanding characteristics was her forgetfulness of self and her service for others. Those who knew her at the Sloyd Training School have the kindest memories of her as a noble, inspiring leader.

1. School Document, No. 15, City of Boston, 1891, p. 5.

Mr. Larsson wrote of her as follows: "In connection with the school's beginning and in addition to Mrs. Quincy Shaw's constant interest and help, I want to mention one who clearly grasped the underlying principles of sloyd from the very outset, and through all these years of encouragement or discouragement has been the closest friend to this cause, and school, and most helpful counsellor in all efforts to further the sloyd cause. I allude to Mrs. Francis S. Fiske.

"From one of the earliest papers read by Mrs. Fiske before a meeting in May 1890, I will quote the following, in order to show that the basic principles of sloyd never became obsolete:

'Sloyd is chiefly valuable, not only because it develops perception, accuracy, and dexterity, but because it develops, first, intellectual and moral honesty; second, judgment in action; third, the power of adapting means to ends; of the consciousness of superficial smartness.'" (1)

1. Sloyd Record, No. 13, Feb. 1910, pp. 22, 23.

CHAPTER VI

GENERAL SUMMARY AND CONCLUSION

This thesis deals first with the conditions and problems in the manual training field in Boston before the arrival of Gustaf Larsson in 1888. An examination of the School Reports of the City of Boston, 1845-1884, shows that Boston accepted manual or industrial training slowly.

It was first introduced through the generosity of the Industrial School Association as an experiment carried on at the Dwight School where the first lesson was given January 1882. The first city appropriation in 1883 was made for manual training purposes.

Although industrial training had been recommended for public school adoption as early as 1869, nothing was done about the matter until the offer was made by this association to the School Committee. We may therefore give full credit to the Industrial School Association for first starting manual or industrial training in Boston. From the time that this association was organized in 1876, it conducted classes in wood work successfully.

Boston was also fortunate in having such a philanthropic friend as Mrs. Quincy A. Shaw. Through her generosity the city was able to give children in the Eliot and Hancock Districts manual or industrial training at the North Bennett Street Home.

When Gustaf Larsson began his work in Boston in 1888, he

stepped into a field fairly well organized and using the Russian system of manual training as did some of the large cities of this country. He was to introduce a new system of manual training, the Swedish system, called sloyd. After the testing of these two systems it was a matter to be determined which would replace the other. There is no doubt but Gustaf Larsson had a great influence in the shaping of courses of study in manual training in Boston; and his influence was felt in various states of the Union and in other countries such as Mexico, Cuba, and India.

It is remarkable that Mr. Larsson, a new arrival to these shores from Sweden, should, in so short a time, arouse interest in sloyd with so many individuals, especially teachers. Only a matter of weeks after his arrival Mr. Larsson was instructing teachers in sloyd and in the principles of sloyd. These classes were held in the attic of the Warrenton Street Chapel with benches and tools reconditioned by Mr. Larsson. To recompense Mr. Larsson for giving time to classes of boys in woodwork, he was allowed to have the use of the attic for the private work which he wished to do in instructing teachers. The starting of these classes was the beginning of the organization of an important school, the Sloyd Training School. Many of the students attended the school regularly for three or four years after school hours and on Saturdays. The first graduation was held in 1892.

Shortly after the beginning of his work in Boston, Mrs. Quincy

A. Shaw heard through friends words of commendation of M. Larsson. She became deeply interested and as a result financed the school. She really appeared at the psychological moment in the history of the Sloyd Training School. Graduates of this school appreciate having had such a philanthropic friend and acknowledge their great debt of gratitude to her. This friend, without doubt, enabled Mr. Larsson to make a greater contribution to education in the manual training field, and helped him to realize his great ambition in the training of teachers in sloyd.

Letters from friends of the Sloyd Training School and from graduates who hold outstanding positions in the manual training field bear testimony that M. Larsson made a contribution to education in the manual training field; that he was friend to many; that through his inspiration they have become more efficient teachers. These letters from graduates enable those who were not directly connected with Mr. Larsson's work to recognize and appreciate the influence of this adopted son of America, who gave the best of his life for the bettering of methods in manual training, especially with children of grammar school age.

Mr. Larsson will not be forgotten in his own country, for through the generosity of one of the graduates of the Sloyd Training School a portrait bust of Gustaf Larsson like one in the John Morton Memorial Museum, Philadelphia, Pennsylvania, rests in the Administration Building of the Naas Seminarium in Sweden.

The Sloyd Training School no longer exists in name. In 1922, it was taken over by the School Committee of the City of Boston and moved to the Parkman School, South Boston. It is now known as the Training School for Teachers of Mechanic Arts. Mr. Josef Sandberg, who was assistant under Mr. Larsson for twenty-nine years and who had been with the school since 1890, is in charge. Under his faithful leadership and the direction of the Boston School Committee it should continue to train efficient teachers for the industrial field.

Reports thus far received from questionnaires sent out to graduates of the class of 1924 of the Training School for Teachers of Mechanic Arts reveal that the majority havecontinued their studies in colleges or universities, that some have received degrees, and others are still working with this end in view. They recall the efficient teaching which they received at this school.

It would be gratifying if the alumni of both the Sloyd Training School and the Training School for Teachers of Mechanic Arts were joined as one alumni body, working together as a vital force for the improvement of the teaching of manual training or industrial education, and for the continuation of this type of education in our public schools.

BIBLIOGRAPHY

Thorpe, Francis Newton. "Manual Training as a Factor in Modern Education." Century, No. 6., 1889. pp. 920 -927.

"Sloyd." Colorado Journal, July 1894.

Craig, Arthur U. "Manual Training at Naas." Education, April, 1901. p. 507.

Larsson, Gustaf. "Some Observations on Manual Training in Europe and America." Education, Vol. XVII, No. 5, Jan. 1897. pp. 257-265.

Woodward, Lizzie Josephine. "Distinguishing Characteristics of Sloyd." Education, Vol. 13, April 1901.

Guild, G.F. "Swedish Sloyd." Journal of Education, July 7, 1892. p. 4.

"Manual Training Symposium." Journal of Education, June 21, 1888. p. 388.

Larsson, Gustaf. "Differences of Russian System." Kindergarten Magazine, Vol. VI. p. 9.

"Manual Training in Boston." Lend A Hand Magazine, No. 3, March 1893. p. 195.

"North Bennett Street Industrial School, Boston, Mass., Early History - Russian System." Lend A Hand Magazine, Vol. I., 1896.

Work, C.T. "The Sloyd System." Lend A Hand Magazine, No. 14., 1895. p. 56.

"Editorial on Gustaf Larsson." Manual Training Magazine, October 1907. p. 67.

Farley, Allison A. "Swedish Sloyd." Manual Training Magazine, April 1907. p. 148. July 1907, p. 200.

Larsson, Gustaf. "Manual Training: Its Teacher and Its Methods." Manual Training Magazine, Vol. XV, No. 5, January 1919. p. 176.

Leake, Albert H. "Manual Training in Canada." Manual Training Magazine, April 1904. p. 141.

Sandberg, Josef. "Gustaf Larsson." Manual Training Magazine, Vol. XXI, N. 4, Dec. 1919. p. 127.

Henry, Arthur. "The New Manual Training." Munsey, Vol. 25, July 1901. p. 558.

"Sloyd." Article in New Bedford Evening Star, Oct. 31, 1894.

Harwood, W.S. "The Swedish Manual Training System." Outlook, Vol. 58., 1898. p. 43.

Pierce, F.H. "Manual Training - Where is the Root?" Pratt Institute Monthly, Vol. VI, No. 7, April 1898. pp. 191-212.

Sloyd Hardware, Jan. 25, 1899. p. 28.

Larsson, Gustaf. "An Address to the Graduates of the Sloyd Training School." Sloyd Record, Feb. 1910. pp. 18-30.

Sloyd Records, Sloyd Training School, Boston, Massachusetts, 1904-1912.

Larsson, Gustaf. Sloyd Theory and Practice. Boston: George H. Ellis.

Solomon, Otto. The Theory of Educational Sloyd. Boston: Silver Burdett & Co., 1906.

Account of an Industrial School in Boston for the Season 1876-77. Press of George H. Ellis, 1877.

Shaw, Pauline Agassiz. Privately published Memorial Service, Fanueil Hall, April 18, 1917. Boston: McGrath Sherrill Press.

Wood Working Tools and How to Use Them. Published for Industrial School Association. Boston: Ginn & Co., 1881.

Barnard, Job. "Manual Training O Its Purpose and Value." N.E.A. Proceedings, 1898. p. 990.

Crawford, T.O. "The Educational Power and the Utility of Industrial Education and of Manual Training in Our Grammar Schools." N.E.A. Proceedings, 1888. p. 570.

Keys, Charles H. "The Modification of Secondary School Courses Most Demanded, and Most Ignored by Committee of Ten." N.E.A. Proceedings, 1895. p. 731.

Ledman, Carl. "Manual Training in Sweden." N.E.A. Proceedings, 1904. p. 600.

Larsson, Gustaf. "Sloyd for Elementary Schools Contrasted with the Russian System of Manual Training." N.E.A. Proceedings, 1893. p. 600

M'Louth, Lewis. "Some Definition Papers." N.E.A. Proceedings, 1891. p. 748.

Trybom, J.H. "Sloyd as an Educational Subject." N.E.A. Proceedings, 1892. p. 147.

Walters, J.D. "Ways, Means, and Maxims in Manual Training." N.E.A. Proceedings, 1889. p. 621.

"Practical Details of Manual Training." Report Postscript, N.E.A. Proceedings, 1890. p. 784.

City of Boston, School Reports, 1845-1935.

Commonwealth of Massachusetts: "Report of Committee to Investigate the Existing Systems of Manual Training and Industrial Education appointed by Governor William E. Russell." Appendix "G". p. 139.